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© 2017 Martin Kustati. Sains Insani eISSN: [0127-7871] Reading Literature in Indonesian Secondary Classrooms Martin Kustati¹ English Lecturer, UIN Imam Bonjol Padang, West Sumatra, Indonesia Progres Artikel Diterima: 28 July 2017 Disemak: 28 August 2017 Diterbit: 2 November 2017 *Corresponding Author: Martin Kustati, UIN Imam Bonjol Padang, Indonesia; Email: martinkustati@yahoo.com Abstrak: Membaca sastra apakah dalam bahasa Inggris atau sastra daerah yang ditulis dalam bahasa Inggris menjadi salah satu tugas yang sangat menantang bagi para pelajar yang belajar bahasa Inggris sebagai bahasa kedua .

Kemampuan membaca sastra tidak hanya berhubungan dengan kemampuan memahami, dan menguasai bahasa, tetapi juga berhubungan dengan ketertarikan dan apresiasi terhadap teks - teks sastra. Dilain hal, kebanyakan pelajar bahasa Inggris sebagai asing khususnya di Indonesia masih menghadapi permasalahan di dalam mempelajari sastra. Karena itu, penelitian ini bertujuan untuk menentukan sikap siswa terhadap belajar sastra yang ditulis dalam bahasa Inggris.

Kajian ini menggunakan jenis penelitian deskriptif dimana data diperoleh melalui angket yang diberikan ke 127 pelajar di Sekolah Menengah Pertama di Sumatera Barat. Hasil penelitian ini memperlihatkan hampir semua pelajar memiliki sikap positif terhadap sastra. Oleh itu, guru harus menemukan teknik yang sesuai yang dapat memotivasi pelajar untuk terlibat aktif di kelas.

Dengan kata lain, mereka akan menyukai karya sastra, mengembangkan sikap dan respon pelajar terhadap karya sastra. Kata kunci: Sastra , Membaca , Mahasiswa yang Belajar Bahasa Inggris sebagai Bahasa Asing , Kelas SMP. Abstract: Reading literature either in English or ethnic literature which is written in English becomes one of the most

challenging tasks for EFL students.

It relates closely to their ability not only to read, understand, and to master the language, but also to gain interest and appreciation towards literacy texts. In contrast, most of EFL students especially Indonesian still encounter problem in learning it, although many techniques are regarded as having significant potential in addressing this problem. Thus, the study Keywords: Literature, Reading, EFL Students, Secondary Classroom.

First Author et al, Sains Insani 2017, Volume 02: 00-00 2 Introduction In Indonesia, the English language is a compulsory subject in schools since the 1950s. That was when a choice had to be made on the inclusion of a foreign language on's school curriculum (Braine, 2014; Lamb, 2009; Mattarima & Hamdan, 2016; Mistar, 2005; Nur, 2003). This policy was based on the belief that English is an international lingua franca. The policy also aims to produce globally competitive students.

Thus, all students are trained in the four skills: listening, speaking, reading, and writing. Among these four language skills, reading is regarded as the most important skill for Indonesian students to study as an English as a Foreign Language (EFL) because it is perceived as key to accessing knowledge, particularly on science and technology (Sawir, 2005).

In other words, the skills of reading English texts constitute an important element of the establishment of English curriculum of secondary schools up to tertiary schools. The purpose of teaching reading secondary schools is the students are able to understand the meaning of the short functional text and monolog in report, narrative and analytical exposition forms in daily context. (BSNP, 2006). It can be understood that in teaching reading, they should be able comprehend various types of texts.

One of them relates to literary work. According to Furr (2004); Hsu (2004); Khatib, Rezaei, & Derakhshan (2011); Liaw (2001); Van (2009), most of the literature reflect a particular culture and practices, thus in the conceptual part, which is referring to the students or teachers as well, it is sometimes difficult to understand and comprehend on such practices because every cultures has their own purposes in their culture practices.

As this research focuses on reading literature in EFL classroom, Most of foreign language teachers have a question that why most of EFL students seem to read English literature texts with struggle. The diagnosis of reading literature difficulties are something that should be done by English teachers, but by being aware of difficulties of the students in learning English. The teacher should determine the attitude rtherly in

their class. A number of studies have provided evidence that many EFL students have a problem in reading.

Studied by (Nuttal, 2000; Taguchi, Takayasu-Maass, & Gorsuch, 2004; Tanaka & Stapleton, 2007) proved that the EFL learners have the vicious circle of reading literature in English. It means **that they do not** focus on the reading process but on the product-focused approach so that they read slowly, not enjoy reading, not read much, and First Author et al, Sains Insani 2017, Volume 02: 00-00 3 not understand much on the content of literature texts.

Carrell & Eisterhold, (1983); Ghosn, (2002); Qian & Krugly-Smolkska, (2008) said that there are some major problems faced by EFL learners in accommodating with reading literature texts. They are insufficient sight of vocabulary, inadequate visual **analysis skills, inability to use context clues, inadequate comprehension** skills, inadequate rates of reading, and inadequate to know the field of materials being read. Each of six main points deals with reading process.

Adityarini (2014); Alwasilah (2006); Devi Angga Gunantar A4C009023 (2012); Jazadi & others, 2003; Syafe, Madjdi, & others (2012) mentioned that the other problem faced by EFL students, especially Indonesian in reading literature is relating to the globalization, despite its positive effects, does not necessarily generate any integrated or hybrid culture that improves the quality of traditional cultures. In fact, it has marginalized their function in developing society.

This hypothesis explains why ethnic literature- Indonesian literature which is written in English or English literature as well -- is not fully appreciated in schools. In the Indonesian context, as a matter of fact, long before globalization issues surfaced about 10-15 years ago, Indonesian and English literature in general had already been marginalized. Apparently, **globalization will worsen the** problem.

He also added that many educators, and especially decision makers, underestimate the significance of literature that usually extends beyond the esthetic realm although empirical knowledge may be acquired through reading novels, short stories, folklore, poetry, and so on. Bobkina & Dominguez (2014); Collie & Slater (2004); Maarof & Suharjo (2010); Rai (2012); Violetta-Irene, (2015); Yilmaz (2012) stated that the positive contributions language learning through literature could make in that literary works comprised authentic material as it describes **the learner to different registers, types of language use**. Thus, Fiction is sometimes a more valuable source of information about the natural world than even scientific textbooks.

When textbooks fail to arouse students' curiosity about science, literature may be a solution. While English and Indonesian literatures are not adequately appreciated in high schools, they can be incorporated into English classes and other foreign language classes. This would enhance the appreciation of ethnic and Indonesian literature as they also learn to appreciate foreign literature.

Thus, this article aims to discuss EFL reading in the Indonesian context which focused on the First Author et al, Sains Insani 2017, Volume 02: 00-00 4 students' attitudes towards reading English literature in EFL classroom. Method The main purpose of this study is to identify students' attitude on Reading literature in EFL classroom. Descriptive Quantitative research was employed in this study where the data taken from questionnaire.

This questionnaire was distributed to meet the needs of this research. Pilot study has been conducted to ensure the students ability to understand the questionnaire. The questionnaire is constructed using the Likert scale. Excluding the questions on the respondents' background information, this questionnaire consists of 32 items. In addition, these statements are divided into positive and negative statements.

Respondents were required to rate items according to which he/she agreed/disagreed to a statement. The degree of agreement is as follows if positively worded: Strongly agree = 5, Agree = 4, Undecided = 3, Disagree = 2 and Strongly disagree = 1, if they were negatively worded the degree of agreement is as follows: Strongly agree = 5, Disagree = 4, Undecided = 3, Agree = 2, and Strongly agree = 1.

In this study, survey design has been selected and a set of questionnaire is utilized. The survey design is conducted in three secondary schools in West Sumatra to determine the attitude towards literature. Subject of Research There are 127 respondents that have been purposely selected from three secondary schools, participated in this study.

According to Patton (2005); Ritchie, Lewis, & Elam (2013); Ritchie, Lewis, Nicholls, Ormston, & others (2013); Teddlie & Yu (2007), purposive sampling is used when the study is focusing on the specific group. Students in grade X has been chosen due to their experiences in learning various literary works such as narrative texts, poetry, legend, folklore, etc.

Result and Discussion In general, students have reported moderate agreement and nearly disagreement or negative attitude on reading literature in EFL class. Some of the students agree that the reading literature component is interesting task to be done in EFL classroom but it would be more meaningful if it is assisted with explanation. In general, students view least agreement on English literature in general.

First Author et al, Sains Insani 2017, Volume 02: 00-00 5 Table 1 : tudts' dtows Reading Literature Item Means 1. r's planati 3.07 2. Positive attitude in reading literature in EFL classroom 2.83 3. Literature in EFL Classroom is interesting to be learned 2.78 4. Positive attitude to read English literature 2.60 5. Positive Attitude towards Indonesian literatu re which is written in English in EFL classroom 2.59 In general, all of the students, mutually agree that the literature text regardless novel, poetry or short stories will be much meaningful with teacheexons Shave presented moderate agreement in learning literature in their English class (M=2.83) and **some of the students** have perceived that the literature component is interesting to be learned in the classroom (M=2.78) and lastly, students have presented less agreement in positive attitude on all Indonesian literature written in English that they have learned in class (M=2.59).

The results are also consistent with the students' iton genres which taught by English teachers. It can be seen in the following section. S tudts' attitud on literature genres Table 2 : SenAttitue on Literature Genres. Genres (Section B) Means 1.Narrative Texts 3.20 2. Folklore s 2.59 3. Legend s 2.48 3. Poetr ies 2.43 Based on the table above, showed that most of the students agree that the narrative text or short stories genre is much more interesting to be learned in class (M=3.20) as compared with novel (M=2.59). Legends with (M=2.48) was higher as compared to poetry that recorded least agreement (M=2.43).

Selection of the genres was not only confined with what students at class XI has learned in class, but it covered all genres (from class X to XII). One of the positive sign that is reveal from this study is that students do possess positive attitude toward s literature component and this should be the plus point in the teaching processes where teacher could take advantage of this and able to achieve what have been outlined as the objectives in teaching literature.

It is proved the research which has conducte d **by De Boer, Pijl, & Minnaert** (2011); Khatib et al. (2011); Liaw (2001) . The main concern not First Author et al, Sains Insani 2017, Volume 02: 00-00 6 only goes to teachers but it also focused on students' abily and theirtiit Conclusion and Recommendation The conclusion that can be made based the result of the study is **that majority of the** students have positive attitudes towards reading literature.

In sustaining this positive attitude, teacher should identify certain techniques that could help in motivating the students to be interested in reading literary works and actively participate in the classroom activity. Literature closely relates to several issues in life, and this should be the best platform for the teacher to provide valuable lesson for the

students while preparing them to be a good students not only achieving better grade in their examination but in all aspect of life as well.

To make reading literature more interesting, English teachers need to show them how useful and attractive and strategies can assist the students literature understanding, if they know the appropriate strategies help them to comprehend literature texts in pre-reading stage to post-reading stage. There are numerous approach and techniques in teaching literature.

Two most preferred style of teaching among teacher are stylistic approach and literature based language approach. In Indonesian context, the most preferred approach would be the latter approach. Based on the findings, students suggested with ers' planati learning literature would be much meaningful and understandable.

Teacher can prepared some of the activities that may help students explore the text as they are reading on it. Stressing on the activities might be one of the ways. It is noticed that even students recorded a positive attitude towards reading literature, in reality they are not really clear what are the benefits and the importance of learning and reading literature in EFL classroom.

Instead of having good score in their English paper, in which literature contribute 15% in their examination, teacher should create or make their students aware that the students are learning literature. It is recommended to conduct wider study that covers the whole secondary schools in West Sumatra or even in Indonesia per se.

Another are that might be interesting is to find out the differences in attitude between rural and urban students in reading literature in EFL classroom. Such study may enlighten as on the differences or similarities factors that contribute in creating and maintaining the gap between rural and urban areas in West Sumatra. First Author et al, Sains Insani 2017, Volume 02: 00-00 7 References Adityarini, H. (2014).

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